

Pupil premium strategy statement 25-28

This statement details our school's use of pupil premium (and recovery premium for the 25-26 academic year) funding to help improve the attainment of our disadvantaged pupils. This is a 3 year strategy from 2025 and will be amended annually in line with any new focus areas for our school. 2025 data is in black, 2026 data will be in green, 2027 data will be in purple, 2028 data will be in blue.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Strathmore Infant and Nursery School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	1.5% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Howes
Pupil premium lead	Rachel Howes
Governor / Trustee lead	Chris Roblett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7575 (based on 6 pupils on census day)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7575

Part A: Pupil premium strategy plan

Statement of intent

At Strathmore Infant & Nursery, our ambition is that every child—regardless of background or challenge—thrives, makes strong progress, and achieves excellence across all subjects. We want pupils to feel proud of their successes and to set ambitious goals for themselves. Our pupil premium strategy is designed to empower disadvantaged pupils to reach these aspirations while nurturing their sense of well-being and belonging. Central to our vision is the promotion of high self-esteem and emotional intelligence. We believe that children learn best when they feel safe, happy, and valued. A key priority is ensuring that exceptional teaching is the foundation of everything we do. We support teachers to confidently address specific needs, plan engaging lessons that build on prior learning, and use effective retrieval strategies. Our classrooms are rich in dialogue, modelling, and vocabulary development—removing barriers and opening doors to deeper understanding of knowledge and skills across the curriculum. We are proud to offer a wide range of cultural and diverse experiences that reflect and celebrate our school community. Our goal is to ensure disadvantaged pupils have access to the same opportunities as their peers and make progress that matches—or exceeds—that of non-disadvantaged pupils. This strategy is integral to our wider plans for educational recovery, with targeted support for those in receipt of pupil premium or low-income families, identified through ongoing assessment and regular leadership reviews. The approaches we adopt work together to help pupils excel. To ensure impact, we will:

- Stretch and challenge disadvantaged pupils in every area of learning
- Act swiftly to intervene when needs arise
- Embed a whole-school approach where every member of staff takes responsibility for outcomes and raises expectations of what pupils can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improve attainment in writing across the school
2	Improve attainment in phonics and reading for all pupils including those with SEND
3	Close gaps in maths learning for those not working at age related
4	Develop emotional literacy for all pupils

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure high quality teaching of writing to increase attainment including improvement of vocabulary	<ul style="list-style-type: none"> - Revise the current writing curriculum (Essentials for writing) including EYFS writing framework - Revise wider curriculum to make sure writing opportunities are evident - Consistent feedback and marking approach - Progression in vocabulary for each subject and word of the week focus for every class - Spelling focus - Speech and language focus to aid reading and writing e.g. WellComm
Ensure our phonics and reading attainment is in line or above local and national data.	<ul style="list-style-type: none"> - English Hub support and liaison - Training for Reading and Phonics lead and visits to schools through English Hub / phonics scheme - Staff training on phonics with the validated scheme - Staff training on guided reading - Invest in fluency books - SEND programme for phonics - Speech and language focus to aid reading and writing e.g. WellComm
To close the gap in maths learning for pupils PKS or WTS.	<ul style="list-style-type: none"> - Access to diagnostic maths packs (Reception to Year 1 / Year 1 to Year 2) - Clear maths assessment strategies - Progression in maths curriculum - Scaffolding of maths teaching
To offer opportunities for all pupils to improve and help them understand emotional	<ul style="list-style-type: none"> - Safe Space counselling - Drawing and Talking sessions

intelligence and ways to regulate themselves.	<ul style="list-style-type: none"> - New behaviour curriculum with clear focus on emotional intelligence and scientific understanding of how the brain works - School readiness preparation for all - Staff training on behaviour curriculum
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention

Budgeted cost: £2234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training on scaffolding of writing and maths through staff meetings, external training and guidance	High Quality Teaching a focus for scaffolding writing and mathematics. Training from SENDCo and SLT. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 3
Develop our writing framework to include clear progression and sequencing in skills and vocabulary	Training on teaching a tiered approach to vocabulary. https://bedrocklearning.org/blog/using-vocabulary-tiers-to-improve-literacy/ EEF Guidance: Improving Literacy in KS1 DFE-RR238.pdf Research evidence on writing	1
Whole staff training on vocabulary.	Extensive research into vocabulary making a significant impact on pupil's understanding of knowledge within the curriculum has led to this being a whole school focus. Research has included: EEF Various books (see Further information section) Assessments in writing, reading and phonics. Research\EEF improving vocabulary.docx	1
Ensure feedback and marking is consistent and	Feedback and marking	1

moves learning on		
Improve our guided reading opportunities and promote a love of reading	DfE's Reading framework The reading framework	2
Continue to embed our DfE validated phonics scheme including spelling focus for those in Year 2	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics: EEF Research proving the scheme has made an impact on pupils in their school. https://www.teachwire.net/products/the-impact-of-cracking-comprehension Little Wandle research - What is the basis of your pedagogy/research?	2
Improve spelling, particularly in Year 2, to ensure pupils meet age related expectations and increase attainment in writing	A systematic review and meta-analysis of the effectiveness of spelling instruction and intervention – The Writing For Pleasure Centre Improving Literacy in Key Stage 1 EEF	1
Focussed interventions on motor skills such as Jimbo, theraputty to improve writing outcomes	EEF interventions EEF Physical Development	1
Maths – developing a fluency approach through NCETM programme including staff development	Maths Hubs - Matrix Maths Hub – Hertfordshire & Harlow	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to develop language and understanding. This will be completed through WellComm assessments and structured sessions.	Use of WellComm assessment and intervention to develop language understanding. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions: EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics - Toolkit Strand: EEF	2
Maths diagnostic assessments for individual children	Improving Mathematics in the Early Years and Key Stage 1 EEF	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on behaviour curriculum	Improving behaviour in schools EEF Guidance Report Unconditional Positive Regard In Psychology Dave Whittaker, The Kindness Principle	4
In addition to regular opportunities in school to discuss emotional literacy, we offer Play Therapy sessions for pupils who need professional support and Drawing and Talking.	Safe Space employed to work in the school. Trained therapist to complete Drawing and Talking with individuals or in small groups. Association for Play Therapy: Evidence based practice statement Improving Emotional Literacy: EEF	4

Ensure strategies for emotional literacy are embedded into daily routines and discussions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Ensure pupils in EYFS are prepared for starting school	Home - Starting Reception	4

Total budgeted cost: £7575

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our attendance has continued to improve for our pupil premium children, with all children improving from their the previous academic year and only one child not in line with national guidelines due to medical needs. We have worked closely with parents to ensure those children who needed additional support to attend school were supported with a range of strategies such as:

- pre-teaching
- check ins for their mental health with trained mental health staff or the school leadership team
- support with SEND needs within the classroom such as offering ear loops to help with classroom noise and improve acoustics

One of our biggest focuses has been on improving mental health of all our pupils, in particular, our pupil premium recipients through developing emotional literacy. The school invests every year into Safe Space which offers counselling for pupils. We prioritised our Year 2 students last year and successfully supported their transition into their new school. In addition to this, we worked with a member of staff to offer Drawing and Talking sessions alongside the counselling and focussed on small group work linked to transition and friendships which included our Year 1 pupils. Furthermore, we have offered support from the Mental Health Support Team on a weekly basis and prioritised any pupil premium parents who needed support for their child's emotional needs or for those displaying anxiety.

The need in our younger pupils was more developmental and we ensured our Early Years team could support with phonics and physical development in particular as this was the highlighted need for these pupils. Interventions such as Little Wandle, Jimbo and Dough Disco were used to develop fine and gross motor skills to improve writing / mark making. The Reception area also benefitted from new climbing equipment to encourage upper body strength which staff encouraged daily for our pupil premium pupils in Early Years.

In addition to writing and physical development, staff also focussed on WellComm to improve language development for 2 of our pupils who needed support with this.

With less pupils, it has allowed us to ensure all parents are engaged or liaised with as much as possible with the class teacher. If parents have not attended workshops, the

slides have been sent to them, conversations have been had as casually as possible such as on the gate, to invite or follow up on any missed meetings or opportunities. 3 of our pupil premium children also had SEND needs and this allowed the SENCo to develop close relationships with parents too.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Drawing and Talking	Rebecca Dainton
Play Therapy	Safe Space

Further information (optional)

Link to previous strategy 21-25 [Strathmore Pupil Premium Statement 2021-2025.pdf](#)